Vermont Alternate Assessment Portfolio Administration Guidelines 2009 - 2010

Alternate Assessment
(802) 828-1338

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VTAAP

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2009-2010 VTAAP

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ELIGIBILITY & TEAM INFORMATION
VTAAP FORM 1

INTRODUCTION

IDEA gives IEP teams the clear authority to make important decisions about statewide assessment for students with disabilities. Because these decisions can have important implications for school accountability, reporting, and graduation rates and must be made on an individual basis in every assessment year, teams should have a systematic basis for considering which assessment format best meets the current educational needs of the student. With information on the types of supports and interventions that the student requires for educational success and knowledge of the student's participation in various types of assessments in the past, IEP teams are well positioned to weigh the existing options carefully, review the eligibility questions, and make the most appropriate assessment decision for each of the content areas.

SUBMISSION REQUIREMENT

Teams are required to submit one **VTAAP Form 1** per eligible student each assessment period.

FORM INSTRUCTIONS

SECTION A: ELIGIBILITY DECISION

The team needs to complete this process for reading, math, and science separately, and make a separate determination for each content area. The same form is used for all determinations. It is possible to take the NECAP to fulfill part of the statewide assessment requirement (e.g. reading or math or science) and the VTAAP for the other, depending on the response to the eligibility questions for that area. All four boxes must be marked as true for the student to be considered eligible to participate in the VTAAP. The content area box at the end of the eligibility questions can be checked *only* if all of the eligibility questions for that area are true. The student will then be considered eligible for the VTAAP, as determined by the IEP team, for any content area that is checked at the end of this section.

SECTION B: PARENT PARTICIPATION IN THE ELIGIBILITY PROCESS

It is important that parents be involved early in the planning and evaluation of the student's program. Check the box that best represents the process used to include the parent in the assessment selection process. See the "Parent Participation" resource for the definition of the term "parents" and other details that relate to parent participation in the alternate assessment.

SECTION C: TEAM ROLES AND RESPONSIBILITIES

The adults who will be involved in planning, implementing, or evaluating the student's reading, math and/or science program must be declared. Each role on the Student Evaluation Team (SET) is specified, with space for the name of the individual who will fulfill that role. Please note that teams are required for the first time to specify the name of the person who is the student's grade-level general education teacher in the content areas being assessed. As with the HQT requirement, this expectation is directly related to preserving the intention of ESEA and IDEA to provide both special and general education services to students with significant disabilities. (Refer to the excerpt in National Council on Educational Outcomes document in the Resources section which explains this requirement more thoroughly.)

Additionally, because the principal is in a unique position to support the collaboration of educators and will be asked to sign and submit a *Principal's Agreement form* with the portfolio submission at the end of the school year, it is also important that the principal be included in the alternate assessment process early in the year.

ELECTRONIC SIGNATURE

The preparer (case manager) must check the box next to his/her name which attests to the accuracy and truthfulness of the information contained in the application for alternate assessment.

GRADE EXPECTATION DECLARATION
VTAAP FORM 2

INTRODUCTION

For each grade level, selected Grade Expectations (GE) in each content area have been identified as assessment targets. Collectively, these designated GEs reflect the broad representation of standards essential to comprehensive, well-rounded content area *programs.* Like the NECAP, VTAAP assesses a complete selection of strands in each content area. For reading, teams will select 4 GE entry points that represent the reading strands of Decoding, Vocabulary, Understanding Text, and Analyze/Interpret Text. For math, teams will also select 4 assessment targets that represent the GE strands of Number Concepts, Geometry, Algebra, and Data and Statistics. In science, teams will apply pre-selected grade-level sets of inquiry skills to content knowledge GE entry points that represent the 3 domains (physical, life, and earth space science) in 3 separate inquiry investigations across the year.

SUBMISSION REQUIREMENT

Teams are required to submit one **VTAAP Form 2** for each content area.

FORM INSTRUCTIONS

SECTION A: GRADE EXPECTATIONS

Indicate the GE entry points that have been selected to represent the skills the student does not currently possess and will be learned through instruction.

In most cases, a single GE has been selected to represent a strand for the grade level. In those cases, the SET will select the code of the pre-determined GE in the space provided in this section. When there is more than one GE listed *within the same strand*, the SET may select which of the GEs listed they will instruct and assess in the VTAAP.

After a GE has been selected, the SET must determine the most suitable entry point for that GE. There are three different entry points for each GE to select from online, labeled "A", "B", and "C". Entry points are written as observable, measurable behaviors that the student can demonstrate to show they have acquired the skill or concept represented by the GE. These entry points were developed to correspond with different levels of symbolic communication abilities. Using levels of symbolic communication skills has been demonstrated to be an appropriate means of identifying curriculum targets for students with significant disabilities (Browder, 2007). The descriptions below should provide the SET with some guidance as to which entry point would be the most appropriate for the student:

> **A. Abstract Symbolic Communication:** Entry points labeled "A" have been written to best represent students who are able to use abstract symbolic communication. This student uses verbal or written words, signs, Braille, or language-based augmentative systems to communicate and recognizes some sight words, numbers, etc. It is estimated that this level may apply to approximately 75% of VTAAP applicants.
>
> **B. Concrete Symbolic Communication:** Entry points labeled "B" have been written to best represent students who are able to use concrete symbolic communication. This student is beginning to use pictures or other symbols to communicate and uses understandable communication through such modes as gestures, photos, line drawings, objects/textures,

points, etc., to clearly express a variety of intentions. It is estimated that this level may apply to approximately 15% of VTAAP applicants.

C. Pre-symbolic Communication: Entry points labeled "C" have been written to best represent students who are able to use pre-symbolic communication. This student communicates primarily through gestures, eye gaze, purposeful moving to object and sounds, cries, facial expressions, change in muscle tone, etc. There is no clear use of objects/textures, conventional gestures, pictures, signs, etc., to communicate. The student may not yet have a consistent motor signal that can be used to initiate and respond. It is estimated that this level may apply to approximately 10% of VTAAP applicants.

The selection of specific entry points is a SET decision. These decisions should represent:

- a clear understanding of the student's current skills
- an informed expectation of the student's rate of learning.
- challenging yet achievable targets
- what the student should be able to do after 6 months of instruction in that skill.

As a general guide, the SET should not choose something that they feel the student could likely do now, or with little instruction, as that will not be sufficiently rigorous. Conversely, a skill that would require adult support or prompts to complete successfully, even after instruction, may be an indication that it is too challenging. If the student has academically-based IEP goals, you may be able to locate entry points that are similar to the goals. However, if IEP goals are used as a reference for the entry points, teams are reminded that student achievement will be evaluated specific to the language and content of the GE entry point as written.

To identify the most challenging yet appropriate assessment target for the student, educators should review the sample tasks associated with each GE entry point. These tasks will help understand the types of activities and formats that represent the target skills at each level. Since the wording of some of the GE entry points is content-specific and can be challenging to understand, the supporting documents will be very useful for visualizing the student's potential assessment options.

Together, the GE entry points from the four strands represent a range of concepts that can be applied within any content area task. Because they are designed to be complementary, many of the GE entry points can be addressed within the same activity. This has the potential to greatly facilitate the instructional planning process, as activities naturally lend themselves to the effective integration of more than one program element (e.g. GE).

The four GE entry points selected by the SET, one from each strand, should be entered in Section A of VTAAP Form 2. These will be part of the student's ongoing content area instruction and will be the assessment targets evaluated for student achievement.

SECTION B: SKILL STATEMENT

Indicate the student's current abilities related to the content area program GEs. Describe what the student <u>can do</u> and the skills they <u>do have</u> in the content area. These skills will inform the starting point for instruction.

As part of the process of selecting the GEs above, the SET should consider the student's current skills and abilities in the areas of communication and academics. Although student performance

levels often address areas of deficit, they may also be framed as statements of achievable targets based on specific strengths and abilities the student currently possesses. For teaching to be effective, it is necessary to know what skills the student is starting out with, so that these can be built on in the process of moving to the next level. In this section of VTAAP Form 2, the SET is asked to briefly outline the student's initial skills in the area of reading, math, and science, specifically in relation to the target GEs. What can the student do now? What skills to they have related to reading, etc.? What are some of the student strengths that might be used in instruction?

Provide a couple of short statements that connect the four GEs selected with the student's current content area skills. Statements about what the student cannot do should not be included in this section. The GEs identified in Section A represent the skills that the student does not yet have but will be working towards.

SECTION C: SPECIALIZED INSTRUCTION

Briefly describe the plan for specialized instruction that will allow the student to achieve the selected content area targets, given his/her current skills (adapted content, methodology, delivery of instruction).

Specially designed instruction denotes the multiple ways that special education professionals adapt the content, methodology (approaches to teaching certain grade-level content), or the delivery of instruction to address the unique needs that result from the child's disability. Instructors are asked to indicate any particular form of instruction that they are considering to support the student's progress in the content area program.

Note: The information included in this section does *not* obligate the SET to using any particular approach, nor does it require proof of implementation. It is merely an opportunity to consider options and access resources in preparation of instruction.

SECTION D: SUPPORTS AND ASSISTIVE TECHNOLOGY

List the types of teacher-free supports and/or assistive technology (no-tech, low-tech, mid-tech or high-tech) that may be used to facilitate the successful learning, retention, and independent demonstration of the skill.

Improved performance in the general education curriculum for students with significant disabilities is directly tied to increased use of Assistive Technology. Bray, Brown & Green (2004) define assistive/adaptive technologies as 'content-free technologies' which do not address curriculum or promote specific learning, but rather help students overcome the inaccessibility due to individual differences. The more teams can successfully mitigate the impact of student's disabilities on their participation, the more they are able to access information, learn, and demonstrate their knowledge.

Instructional Adaptation, or alterations in how the student is taught and how they respond, incorporates Assistive Technology (AT) as well as other strategies and procedures to allow students to participate meaningfully in general education activities.

When adapting the instruction, or *input,* changes are made to how the instructor teaches. This may include providing feedback during practice, demonstrating a task, or adding picture symbols to text. Adaptations to the student's response, or *output,* refer to how the student behaves or

performs during instruction. Circling numbers rather than writing them out, drawing a picture to show a story sequence rather than writing the text, and using symbols to answer questions are all examples of output adaptations.

Some successful strategies or tools will become part of the task, and are intended to be available for long-term use. If the use of these supports allows the student to perform a task successfully and *independently* that they otherwise would be unable to do, then their use is likely beneficial and appropriate. These types of adjustments are often called accommodations, and are intended to reduce or even eliminate the effects of a student's disability. If a student intends to use an accommodation on an assessment, such as the VTAAP, it must be determined that the accommodation meets the guidelines established (see *Supports During Testing*).

Additional examples of potential supports are located in the *Wisconsin Assistive Technology for Instruction AT Checklist,* which is part of their larger Assistive Technology guide and can be found through the link in the supporting documents section online. This may be a useful starting point for considering alternate methods of instruction and student participation.

In this section of VTAAP Form 2, the SET is asked to simply identify any potential tools or supports that they will try when addressing the content. As with the section above, the information included in this section does not obligate the SET to use any particular items, nor does it require proof of implementation. It is merely an opportunity to consider options and access resources in preparation of instruction.

BASELINE RECORD
VTAAP FORM 3

INTRODUCTION

An important part of the GE entry point selection and development process is obtaining "baseline" data for the target. Once an entry point has been determined by the Student Evaluation Team (SET), the team collects data of the student's performance of the target skill. It is important that Baseline data include *all* of the types of performance and content components (Depth and Breadth) that will be evaluated in the Endline Product. Baseline measures ensure that the student has not already mastered the skill and provide a foundation for decisions about the student's instructional program. More precisely, the purpose of obtaining baseline data is:

1. To determine whether the student can perform the objective under naturally occurring situations and, if so, to what extent
2. To determine what remaining content needs to be taught
3. To determine how much progress occurs during instruction or after instruction is completed.

Baseline data is always collected by *not* providing the usual supports which a student normally receives. (See *Supports During Testing*, Baseline Data Record, VTAAP Form 3 for further clarification.) To ensure the targeted skill warrants intensive instruction, a baseline measure under 50% accuracy is required. A description of the task and the student's performance results are entered in the student's online portfolio and the annotated baseline task is added to the student's VTAAP folder.

When obtaining baseline information, several conditions must remain consistent:

1. Instructors must not reinforce the student for correct responses. Baseline conditions are not intended to be instructional; the purpose of Baseline data is to determine what the student can do under naturally occurring situations.
2. Instructors must not provide any instructional prompts during baseline.
3. Baseline measurements must be taken immediately prior to the start of instruction. If there is more than a week delay between obtaining the baseline information and providing instruction on the GE, the original baseline information may be inaccurate.
4. Students must use the appropriate assistive technology (i.e., assistive technology customarily used by the student) during all baseline assessments, particularly if it involves response mode.
5. The instructor must provide the appropriate materials, ask the student to perform the behavior(s), wait a predetermined amount of time for the student to respond, and record the student's response(s).

SUBMISSION REQUIREMENT

Teams are required to submit one **VTAAP Form 3** per content area. This form has a separate section for each of the four GEs that constitute the content area.

FORM INSTRUCTIONS

The Baseline Records for reading, math, and science, must be completed online. Each Record allows for the documentation of information pertaining to all required GE entry points (4 for reading, 4 for math, 3 for science). Each of the Records should be printed, attached to the baseline products, and added to the portfolio folder as documentation of the Baseline product.

These hard copy documents will be submitted with the portfolio in the spring to authenticate the Baseline data sample.

GE #: _____ *Date Collected:* _____ *Location/Setting:* _____

Select the appropriate GE from the GE entry point document that relates to the individual content area. The code will automatically be entered from the data base and will be encoded on each of the related documents. Enter the date and setting for the specific data collected.

Test Administrator/ Data Collector:
○ Special Educator ○ General Educator
○ Instructional Assistant ○ Related Service Provider

Select the title of the person who was responsible for collecting the data at baseline.

Task Format:
○ worksheet/paper ○ text-based tools (e.g. word cards)
○ text book ○ content manipulatives

Select the format in which the task was presented to the student at baseline.

Student's Response:
○ written – draw, write, create, type
○ gestural - point, show, look towards, move, place, build, manipulate
○ oral – read, speak, respond, say

Select the format of the student response at baseline.

Assistive Technology and/or "teacher-free" supports provided for the task:

Enter the assistive technology (no tech, low tech, high tech) and/or 'teacher-free supports' that allow the student to demonstrate the target skill independently. (See *Supports During Testing* document in the manual.)

Test items: – Briefly describe the test items/assessment task and supporting materials selected

Enter the task that was developed for assessment and any supporting materials that were used. This is the same task that will be measured upon completion (although the actual 'test items' may be different) It should measure/assess all of the performance types and components of the GE entry point so that it can be considered strongly aligned to the assessment.

Accuracy score: ___ # correct independent test items ÷ ___ # total items × 100 = ___% *
(Accuracy score must reflect independent responses only and be less than 50 %.

Only independent responses can be assessed. Enter the number of correct independent student responses and divide by the total number of items presented. Multiply by 100 for a percent score. ***The baseline measure must be under 50%.*** This precludes a student from beginning with a skill that he/she may already have acquired. If the student attains a performance level at or above 50%, a more challenging skill or skill extension must be taught and assessed.

This procedure is repeated for the remaining GE entry points.

CURRICULUM ACCESS & INSTRUCTION RECORD
VTAAP FORM 4

INTRODUCTION

During the "instruction" phase of the VTAAP process, the strength of the connection between the Endline assessment and the instruction is established. The SET will develop, implement, and document practices that support the use of evidence-based instruction, grade-level general education curriculum, and appropriate adaptations and modifications. They will also continue to collect student performance data and use the results to guide further instruction. The *Curriculum Access and Instruction Record* (*CAIR*) and related VTAAP documents represent important elements associated with quality instruction and grade-level curriculum connections. These include:

- highly-qualified instructors
- shared learning with grade-level peers
- use of grade-level activities, materials and content
- clear instructional programs with identified levels of support
- appropriate frequency and context of instruction.

While it is not possible to correlate the student's performance *directly* with the instruction, this record documents the SET's commitment to these important components that contribute to the student performance.

SUBMISSION REQUIREMENT

Teams are required to submit a single **VTAAP Form 4** for each assessed content area (reading, math, and science if required) by Feb 15. However, case managers are strongly encouraged to use the *Curriculum Access and Instruction Report* (CAIR) as an *ongoing* reporting tool Baseline, Midline, Endline) to document the planning and implementation of the content area program across the school year. Online windows for submitting the CAIR are:

1. Beginning of year entry: Oct 15-Dec 15
2. Mid year entry : Jan 15-Feb 15*
3. End of year entry: Mar15- May 15

***Note: Without sufficient evidence of appropriate instruction in the CAIR, the student's achievement documentation will not be accepted as valid, and one or both content areas will be considered unscorable**.

FORM INSTRUCTIONS

CAIR documents are *content area* specific for the purposes of efficiency. Because the conditions may vary across the individual content area entry points, the team's answer selections should stand for, to the greatest extent possible, an accurate and *representative* summary of the status of instruction in the content area program.

SECTION A: GRADE-LEVEL GENERAL EDUCATION CURRICULUM CONNECTIONS

In what ways do Special and General Educators collaborate to plan for instruction that provides the student with access to the General Education Curriculum?

The U.S. Department of Education's requirements of the Alternate Assessment based on Alternate Achievement Standards clearly state that it must be aligned to the state's academic content standards and promote access to the general curriculum. This section reflects the SET's

efforts in connecting the Grade-Level General Education Curriculum (GLGEC) to the student's learning and achievement by directly involving the content area teachers in VTAAP student programs. The intent of the collaboration of educators is to improve student performance, which is achieved in part by *sharing* the instructional responsibilities for the VTAAP assessment targets.

When Special and General Educators collaborate, students benefit from the strengths of both. The General Educator is familiar with the grade-level curriculum and the content standards it represents. The process of planning, implementing, and evaluating students in this curriculum creates an expertise that cannot be matched by teaching selected portions of the curriculum. General Educators are not only Highly Qualified to instruct the content areas, they are also the most qualified individuals to serve as the primary resources for actual GLGEC instruction**.**

By involving the General Educators in the discussion of VTAAP programs, the Special Educator can shift his/her focus to the specialized instruction and supports needed to access this curriculum. Assessing student's skills, probing instructional strategies, developing learning tools, collecting data, and providing training and supervision of support staff are just a few of the responsibilities of the Special Educator.

The VT DOE recognizes that some student's educational placement makes it more difficult for Special Educators to connect with their grade-level general education teachers. The *VTAAP Form 4: Curriculum Access and Instruction Record* (CAIR) provides a range of ways that Special and General Educators can plan cooperatively for the student's instruction and assessment.

- face-to-face meeting: co-plan whole-class activity; planning meeting
- indirect meeting: phone conference; email exchange; video conferencing
- exchange of lesson materials: share specific lesson plans ahead of time
- exchange of content area activities and/or materials: share content area themes; access classroom website; observation of similar grade-level content area class

What is the format used to adapt the Grade-level General Education Curriculum?

Academic content (reading, math, science) for students with significant cognitive disabilities should be as close as possible to the grade-level content (themes, topics, materials, activities) but with:

- adaptations in delivery of content to make it accessible to the student's level of understanding
- differentiation in level of expectation for student achievement on prioritized target skills within the content area that are both meaningful to the student and build growth in academic learning. (Browder, 2005)

In what learning environment/context will the opportunities for shared academic and incidental learning in the content area most often occur?

Students served in inclusive settings are significantly more likely to be working on a task linked to a standard in general, and to be working on an adapted task. Students educated primarily in self-contained settings are much more likely to be working on a task linked to a standard below grade level or on a task not linked to a standard (Browder, 2006)

The student's learning environment is the setting, location, or context where learning most often occurs. In particular, this section addresses the student's opportunities for participating in and benefiting from shared academic and incidental learning with other grade-level peers. These opportunities have been related to the presence of grade-level peers who are engaged in activities from the same content-area (reading, math, science).

Because all students are required to work towards grade-level GEs, students in multi-grade settings are less likely to be working towards the same content targets. For this reason, the presence of grade-level peers represents the highest rating. Learning with others, even in different grades, is nevertheless preferred over isolated learning contexts. For students who are currently restricted to individual learning environments due to safety or health issues, interventions that focus on expanding to include more natural contexts should be an educational priority.

SECTION B: INDIVIDUALIZED INSTRUCTION

How often is individualized instruction provided for the content area GEs?

As indicated in the opening sections of this document, the report of the student's performance in this assessment presumes sufficient and appropriate instruction. A student's achievement is a function not only of the student's skills and selection of appropriate targets, but of the quality and quantity of the individualized instruction. There must, therefore, be some confirmation that the student actually received instruction specific to the content areas being evaluated. The information requested in this section represents the frequency, content and context of that instruction. The scoring process will exclude any applications that do not provide evidence of a minimal level of content area instruction (see *VTAAP Forms 5* & 6 for more information).

SECTION C: INSTRUCTIONAL PLAN

Indicate which of the following statements are true regarding the information contained in the current written Instructional Plan(s) for the content area GEs. (check all that apply)

The Instructional Plan is at the heart of provision of an appropriate learning context. It outlines the essential elements for teaching, and provides a medium for incorporating the many discrete elements associated with instruction. The articulation of the evidence-based instructional strategies, guidelines of expected instructor and student behaviors, and error correction procedures are important components of the Instructional Plan. Also identified in the Instructional Plan are the learning targets, data collection system, and necessary supports and materials (See manual for examples)

If there is an existing written plan, the SET is encouraged to submit the document with the student's VTAAP application in May.

SECTION D: DATA COLLECTION AND INTERPRETATION

When was the last time data was was collected on the set of the content area GEs?

How often is student performance data collected on the set of the content area GEs?

What is the pattern of student performance seen in the collected content area data samples to date?

What interpretation and decisions have been made about the Instructional Plan given these performance data patterns?

On-going collection of data on student performance is an essential part of good instruction. Instructional data documents vital information on the effectiveness of instruction already provided and helps educators make valid and objective decisions about what and how to teach the next phase. Teams that go beyond the simple collection of data and carefully analyze that data for performance trends are best positioned to formatively adjust their instruction to meet the student's educational needs and meet the assessment targets. This section asks the SET to document their data collection practices. As with the other sections of the CAIR form, the SET should select the response that best represents the *set* of reading, math, or science GEs in their respective programs.

ENDLINE PRODUCT RECORD
VTAAP FORM 5

INTRODUCTION

Specific evidence of the student's performance (i.e., primary evidence) must be provided in the portfolio for each GE being assessed on the VTAAP in reading, math, and science. The scoring elements of **Performance Evidence** and **GE Alignment** form the basis for evaluating student achievement for any of the target GEs. Therefore, close attention to the quality of the Endline Product with respect to these two elements is critical to the final achievement score.

SUBMISSION REQUIREMENT

The team is required to submit **VTAAP Form 5** for every GE entry assessed in the portfolio.

FORM INSTRUCTIONS

VTAAP Endline Products can be generated at any point during the course of the assessment year. There is no requirement to test, or retest, in May. In accordance with good instructional practice, teams are strongly encouraged to continue to generalize and maintain new content area skills that have been demonstrated at 75% or greater for the purposes of the assessment. If assessment targets are achieved before the required Feb.15 CAIR form date, they must still complete this Record. Any extensions of the skill with grade-level peers or strengthened connections to the curriculum can be documented on the final CAIR form in May.

A single well integrated assessment task may be used to demonstrate achievement of one or more GE. If the assessment task represents achievement of more than one GE, it is necessary to complete a separate *Endline Product Record* and include a separate copy of the Product for each GE. This may necessitate making photocopies of the original Product, which is acceptable only if the original is also included in the portfolio.

All Endline Products must include evidence of a sufficient number of test items such that the student performance can be regarded as 'convincing' with respect to the acquisition of the skills and concepts defined in the GE target (e.g. 2 addition and 2 subtraction problems will *not* regarded as sufficient evidence to draw valid inferences about the student's true level of achievement). The GE entry points were written to promote the learning of concepts and skills that can be generalized for maximum application, not tasks tied to a few specific instances. Teams should include *multiple* examples of each skill or application specified in the GE entry point within the Product(s) to ensure there is sufficient evidence of the student's learning of the targeted concept.

There are a variety of Product options available to represent the required Endline Product. The following are, however, the *only* formats that will be accepted for scoring. See descriptions below:

1. Work samples/assessment tasks are items produced by the student during the assessment task. Any Product demonstrating independent student performance created as a result of an aligned assessment task can be included as a work sample. If the outcome of the task is concrete and can be easily included in the mailed documents, it is the preferred format for the Endline Product. Some examples:

- worksheets
- printed document from word processor

- any paper-based materials associated with the assessment task

2. Photocopied materials can be used as a Product format if the task materials cannot be readily submitted in their original form (e.g. due to size or format). The use of photocopies should be considered only when the materials of the assessment task absolutely cannot be included in their original form. A photocopied materials Product must be accompanied by a data chart that identifies all of the elements of the assessment task. Some examples:

- books or passages from books
- maps

3. Video clips count as primary evidence when they clearly show direct evidence of the student's performance of a VTAAP assessment task. Video clips must be no more than three minutes in length. A video clip Product must be accompanied by a data chart that identifies all of the elements of the assessment task.

4. A photo can be used when it is necessary to clearly show the steps, or sequence of steps, in an assessment activity for which a tangible product could not be included in the portfolio (e.g. task uses objects, with no recording on paper). The photograph does not need to include the student, but should clearly depict the task associated with the assessment target. A photograph Product must be accompanied by a data chart that clearly records all of the elements of the assessment task.

SECTION A: PRODUCT DESCRIPTION

Product Format
- ○ assessment task
- ○ photocopy of materials*
- ○ video clip*
- ○ photograph of completed task*

Select the format that matches the Endline Product that is being submitted. Remember that any format marked with a * also requires a data chart.

Student's Response
- ○ written – draw, write, create, type
- ○ gestural- point, show, look towards, move, place
- ○ oral – read, speak, respond, say

Select the answer mode that best describes the type of student response demonstrated in the Endline Product.

Instructions provided to the student:

In this section, write in the specific directions, instructions, or initial prompts that explain and orient the student to the task. Remember that test administrators must be careful not to include any content/answer information in this presentation of the task the task. (See *Supports During Testing* document).

Assistive Technology and/or "teacher-free" supports provided for the task

In this section enter the 'teacher-free supports' that allow the student to demonstrate the target skill independently. (See *Supports During Testing* document in the manual.)

SECTION B: KEY TO LABELED PRODUCT ELEMENTS

Regardless of the selected format for Endline Product, all submissions must be carefully annotated. Products without Name, Date, and Accuracy % will not be scored. Other annotations are essential to scorer understanding of the quality of the Endline Product. Use the following designated numbers to label as many of the sources of information as possible.

1. student name *
2. date completed/collected *
3. data collector(s) name(s)
4. setting/location of task
5. GE number
6. key to notations
7. demonstration of content and responses are clearly aligned to GE entry point
8. task connected to GLGEC instruction (indicate activity, content, and/or materials)
9. representative/sufficient quantity of responses to support valid accuracy score
10. accuracy score *(includes independent performance *only*)

SECTION C: DESCRIPTION OF GENERAL EDUCATION CURRICULUM ACTIVITY

○ *Briefly describe the connection between this assessment task and the grade-level general education curriculum. Be sure to include the specific ways the curriculum is evidenced in the student's VTAAP Endline Product.*

○ *A Student Access Map, specific to this Endline Product, has been attached and replaces Section C.*

All Endline Products must show a clear connection to the Grade-Level General Education Curriculum before they can be scored for Endline Product Accuracy. These elements must be directly evident in the Endline Product and annotated as such and/or be further explicated in Section C. Inclusion of a *Student Access Map* (See manual) used to plan the Endline Product task will substitute for the description and assure that this requirement has been fully met.

SECTION D: ACCURACY SCORE

***Accuracy* score:** ___ # correct independent test items ÷ ___ # total items × 100 = ___%

the Product accuracy score can be calculated and confirmed *only* after it has been determined the Endline Product is:

1. annotated with name, date, and accuracy level
2. demonstrates a clear connection to Grade-Level General Education Curriculum
3. has sufficient items to draw valid inferences

LOCAL SCORING
VTAAP FORM 6

INTRODUCTION

Local scoring is a VTAAP requirement. Each portfolio must be scored locally by a trained scorer prior to being submitted to the Department of Education (DOE) by May 15. Familiarity with and understanding of the scoring rubric mirrors and supports local accountability, ensures the inclusion of all required portfolio elements, and has been demonstrated to improve the overall quality of portfolio submissions.

The submitted portfolios are reviewed by a team of educators to determine the accuracy of the local ratings and to set benchmark ratings for each assessment target. If the local score agrees with the benchmark ratings, the local score will be considered valid and complete. If the local score does not agree with the benchmark ratings, the portfolio will be forwarded to the Vermont Scoring Institute (VTSI) where it will be scored to agreement by at least two independent trained scorers.

Evidence must be clearly documented in the submitted materials to be awarded scoring credit. When rating the student's performance, the benchmarking team and VTSI scorers have access only to the online VTAAP and the hardcopy portfolio documents mailed to DOE. Therefore, it is essential that these documents clearly support the ratings selected in the online scoring. Scorers are not permitted to presume or infer any information about a portfolio product or the student's achievement.

One of four achievement levels will be assigned to each portfolio content area assessed after all portfolios have been scored and standards have been set. The student achievement levels are indexed from highest to lowest as: Proficient with Distinction, Proficient, Partially Proficient, and Substantially Below Proficient.

Scorer Qualifications

Persons scoring the VTAAP must have participated in the Local Score Training in the spring preceding the May 15 due date. Portfolio preparers are not required to score their own portfolio submissions. Indeed, first-hand knowledge of the contents may lead to assumptions about the clarity of documentation that might not be evident to others seeing the portfolio for the first time. It is therefore suggested that portfolio submissions be reviewed objectively (if not scored) by others on the team before final submission to the DOE.

SUBMISSION REQUIREMENT

The team is required to submit **VTAAP Form 6** for every GE assessed in the portfolio.

FORM INSTRUCTIONS

VTAAP Form 6 is divided into two parts- **Qualifying Elements** and **Scoring Elements.** See below for further description. Altogether, there are two Qualifying score points and 3 Scoring scorepoints for each target GE. Each score point is rated on 0-1-2 scale. A brief description of each level can be found on the Scoring Rubric, VTAAP Form 6, Section B.

PART I- QUALIFYING ELEMENTS

STRENGTH OF EVIDENCE

VTAAP is an assessment of *student* achievement in reading, math, and science. Student achievement is evaluated based solely on the Endline Products submitted as evidence. Other important contributing factors that reflect the educational *team's* abilities, applications, or procedures do not directly factor into the final achievement score. Nevertheless, because this assessment presumes sufficient and appropriate instruction and access to the grade-level curriculum, it is appropriate, even necessary, to substantiate the authenticity of the portfolio performance products and attribute the student's achievement to the quality and effectiveness of the instructional program. The elements in PART I are intended to validate the scoring elements that follow. These qualifying elements include:

- an accurate determination of baseline performance
- access to highly-qualified content instructors
- shared learning with grade-level peers
- use of grade-level activities, materials and content
- clear instructional planning with identified levels of support
- sufficient commitment of time and resources to academic instruction

For each GE assessed, both of the following elements must receive a minimum rating of 1. A zero in *either* Baseline Evidence or Instruction Evidence will render the designated GE unscorable.

A. Baseline Evidence (Baseline Product and Baseline Record) establishes the need for specialized instruction of the target GE. In order to verify appropriate assessment targets, it is essential that teams accurately determine the starting point of instruction. While the probes that precede the Baseline Product might include a variety of different teacher interventions, the Baseline Products themselves must:

- be well aligned to the entry point target (performance and content)
- reflect independent performance
- indicate an accuracy level below 50%

Baseline Evidence that clearly reflects all three of these receives the highest rating.

B. Instruction Evidence demonstrates the strength of instruction and access to the general curriculum that preceded the Endline measure of student performance. For purposes of efficiency, teams complete a single VTAAP Form 4: *Curriculum Access and Instruction Report* (CAIR) for each content area assessed. Because ratings may vary across the four required GEs, teams should consider what is generally true or representative of the content area. Case managers are strongly encouraged to use the Curriculum Access and Instruction Report (CAIR) as an *ongoing* reporting tool to document the planning and implementation of the content area program. Portfoilos with 3 CAIR documents in the prescribed windows receive the highest rating. Online windows for submitting the CAIR are:

1. Beginning of year entry: Oct 15-Dec 15
2. Mid year entry: Jan 15-Feb 15*
3. End of year entry: Mar15- May 15

*** NOTE: If Teams do not submit the midyear entry of the CAIR with some evidence of appropriate access and instruction, the entire content area will be considered invalid and marked unscorable. See the manual for more detailed descriptions.**

PART II- SCORING ELEMENTS

Once the qualifying requirements have been met, the student Endline Product can then be evaluated for achievement. The scoring elements of **Grade Expectation Alignment** and **Performance Evidence** relate directly to the quality of the Endline Product and combine to generate the achievement score.

GRADE EXPECTATION ALIGNMENT

Together, depth and breadth define the complexity and scope of the designated GE. Endline Products that do not align with the target GE cannot, by definition, represent achievement of that standard.

A. GE Depth refers to how well the assessment task addresses the performance (actions/verbs) specified in the GE. The GE entry points are written to describe the specific observable behaviors that define the assessment task. Products that clearly match *all* the stated actions of the standard receive the highest rating

B. GE Breadth refers to how well the assessment task addresses the subject-area content (components) specified in the GE. While many entry points describe a single component for assessment, some include more than one component. Products that clearly demonstrate formal assessment of *all* the described components receive the highest rating.

PERFORMANCE EVIDENCE

A. Endline Product Accuracy measures the student's ability to perform the target skill independently as demonstrated in the Endline Product. The submitted Endline Product must also clearly show certain key elements to ensure valid conclusions about the student's performance:

- name, date, and accuracy score
- responses recognizable as related to the depth and breadth of the GE entry point
- a sufficient quantity of responses to draw valid inferences
- independent performance

Endline Products must score above 50% for correct responses to receive a score of 1 or 2 in this element. Products scoring 75% or higher receive the highest rating.

Endline Product Accuracy is combined with the GE Alignment score to generate a final Achievement score for the targeted GE. See manual for further detail

LOCAL SCORING RUBRIC
FORM 6 – SECTION B

PART I- QUALIFYING ELEMENTS

1. STRENGTH OF EVIDENCE

A. Baseline Evidence establishes that the Baseline Product and Record document the need for specialized instruction on the target GE

2	Baseline assessment included in portfolio, measures independent performance at <50% accuracy, and is *fully* aligned to GE.
1	Baseline assessment included in portfolio, measures independent performance at <50% accuracy, and is *partially* aligned to GE.
0	Baseline assessment is not included in portfolio or does not measure independent performance at <50% accuracy or is not aligned to GE.

B. Instruction Evidence demonstrates the strength of the instruction and access to the general education curriculum that preceded the Endline measure of student performance.

2	The *Curriculum Access and Instruction Record* and supporting documentation provides strong evidence that the student's assessment is based on appropriate quality and quantity of instruction connected to grade-level curriculum: ▪ 3 of 3 *CAIRs* completed during designated time frame AND ▪ High or increasing ratings over time that support access and high quality instruction
	The *Curriculum Access and Instruction Record* provides sufficient evidence that the student's assessment is based on appropriate quality and quantity of instruction related to grade-level curriculum: ▪ 1 of 3 *CAIRs* completed by Feb 15 AND ▪ Sufficient ratings to support access and instruction
0	There is insufficient evidence that the student's assessment is based on appropriate quality and quantity of instruction based on grade-level curriculum: ▪ No *CAIRs* completed by Feb 15 OR ▪ Uniformly low ratings and no change over time that do not support access and instruction

PART II- SCORING ELEMENTS

1. GRADE EXPECTATION ALIGNMENT

A. GE Depth refers to how well the assessment task addresses the performance (actions/verbs) specified in the GE.

2	The type of performance demonstrated in the Endline Product matches *all* of performance specified in the GE.
1	The type of performance demonstrated in the Endline Product matches *most* of performance specified in the GE.
0	The type of performance demonstrated in the Endline Product is an *insufficient* match to the performance specified in the GE.

B. GE Breadth refers to how well the assessment task addresses the subject-area content (components) specified in the GE.

2	The Endline Product demonstrates all (100%) of the GE content.
1	The Endline Product demonstrates most (>50%) of the GE content.
0	The Endline Product demonstrates an insufficient amount (<50%) of the GE content.

2. PERFORMANCE EVIDENCE

A. Endline Product Accuracy measures the student's ability to perform the target skill independently as demonstrated in the Endline Product.

2	Endline Product provides sufficient quantity of responses and demonstrates strong independent performance of target skill at 75 -100% accuracy.
1	Endline Product provides sufficient quantity of responses and demonstrates adequate independent performance of target skill at 50-74% accuracy.
0	Endline Product provides insufficient quantity of responses or demonstrates insufficent independent performance of target skill at < 50% accuracy or is not annotated with student name, date, and accuracy.